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ABSTRACT

The purpose of this guide is to provide educators throughout New York State with a convenient source of information on the network of federally funded technical assistance organizations. It begins with a brief consideration of four areas: (1) what technical assistance is; (2) principles of effective technical assistance; (3) when technical assistance is appropriate; and (4) who provides technical assistance in New York State. Following the first three questions is a brief questionnaire to guide individual discussions with technical assistance providers. In response to the fourth area, some of the federally-funded technical assistance organizations serving New York are profiled. A list of questions that should be answered before a technical assistance provider is consulted are included and divided under the topics: readiness, environmental analysis, planning, implementation, assessment/evaluation, and institutionalization. A table of contents lists technical assistance providers by the following categories: adult education and learning; bilingual education; environmental education; equity; evaluation, standards, and student testing; general information; gifted education; health education; mathematics; postsecondary education; reading; science; school reform and improvement; students at risk; technology; urban education. An ERIC Clearinghouse directory is appended. (AEF)

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ED 409 831

A Guide to Federal Technical Assistance Providers

Spring 1997

Produced by

The New York Technical Assistance Center (NYTAC)

METRO.CENTER
FOR URBAN EDUCATION
NEW YORK UNIVERSITY

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A MESSAGE TO THE USER

In order to help schools, districts, states, and other educational organizations ensure that all students have a fair and equal opportunity to achieve challenging content and performance standards, the U.S. Department of Education has established a national system of technical assistance providers. At regional sessions of the Improving America's Schools Act Conference held in the fall of 1996, additional steps were taken to create a "seamless system" of technical assistance. During the ensuing months, the TA providers in New York (Region II) have been working collaboratively to make our system highly responsive to users' technical assistance needs. We intend for New York's system of TA to be seamless in that no matter where you enter it, an appropriate provider will be available to help meet the specific needs of your school or district.

The ability to offer technical assistance is based on two primary criteria: (1) the scope of work for each provider and (2) the resources available to accomplish its scope. In spite of limited resources, every provider in the seamless system is committed to offering the best technical assistance possible. In many instances, this can be accomplished by involving other organizations in the network. Working together, we can provide information by telephone, mail, or electronic means to help educators plan, develop, and implement quality programs that will increase opportunities for all students to meet the higher content and performance standards established in New York State.

Personnel of the NYTAC look forward to working with you.

LaMar P. Miller
Executive Director

TECHNICAL ASSISTANCE IN NEW YORK STATE: AN INTRODUCTION

I. Purpose/Organization

The purpose of this guide is to provide educators throughout New York with a convenient source of information on the network of federally funded technical assistance organizations. It begins with a brief consideration of four questions:

- ✔ What is technical assistance?
- ✔ What are the principles of effective technical assistance?
- ✔ When is technical assistance appropriate?
- ✔ Who provides technical assistance in New York State?

Following our consideration of the first three questions is a brief questionnaire to guide individual discussions with technical assistance providers. In response to the fourth question, we provide descriptions of some of the federally-funded technical assistance organizations serving New York.

II. What is technical assistance?

Technical assistance is a set of strategies or approaches designed to address problems faced by individuals or organizations. It can be used to stimulate individual growth as well as to address organizational concerns. Providers of technical assistance may come from within an educational institution or from a variety of external organizations. Often, external technical assistance providers are organized by subject area, population, geographical region, etc. Their personnel usually consist of professionals with expertise in educational content or experience in re-engineering the processes that are part of school improvement initiatives. Because of the scope and magnitude of IASA and the reforms and educational program changes it promotes, a technical assistance system is being put into place that is broad and flexible yet focused and structured. Effective technical assistance is a planned endeavor based on the providers' thorough understanding of state, district, and school building needs.

The major strategies or modes employed by various technical assistance providers serving New York are listed below:

- ✔ Networks, consortia, leagues, and collaboratives
- ✔ Small-group and individual program consultations
- ✔ Intensive skill training workshops
- ✔ Cadres of trainers of trainers
- ✔ Institutes (intensive or intermittent)
- ✔ Large-group awareness seminars and workshops
- ✔ Product development and distribution
- ✔ Information clearinghouse functions
- ✔ Telephone consultation

Technical assistance providers in New York typically use these strategies or modes for delivering technical assistance individually or in some combination thereof in order to provide services to school districts, schools, and other organizations.

One example of technical assistance

One form of technical assistance familiar to most educators is *professional development*. Professional development involves a variety of preservice and inservice experiences that enable educators to plan, develop, implement, and evaluate their practices. It may focus on helping individuals develop general skills or knowledge through conference presentations and workshops or it may be relatively intensive, focusing on systemic change by way of ongoing discussion and reflection on practices.

Professional development may be long term or short term. Short-term professional development might consist of a workshop for teachers on analyzing disaggregated data in order to make decisions about planning instruction to improve student achievement. This type of professional development may be appropriate if the needed knowledge and skills do not require major changes in roles and relationships. Short-term professional development is rarely sufficient to support successful implementation of new programs or the restructuring of organizations. Alternatively, ongoing, long-term professional development is essential to bring about major changes in practice. For example, when principals want to change from a managerial style to transformational leadership, they might participate in a variety of activities, such as one-on-one or small group assistance, peer study groups, projects to develop materials such as leadership manuals, action research projects, consultation with outside experts, or participation in professional networks.

III. What are the principles of effective technical assistance?

Effective technical assistance:

(1) Works with systems. Effective providers of technical assistance observe, analyze, provide feedback, and maintain concern about the system as a whole and how changes in one part affect the others. As such, effective technical assistance usually does not take the form of "one-shot workshops" unconnected to an overall plan or identified need. Technical assistance from individual service providers is, in and of itself, part of a larger system of technical assistance.

(2) *Helps client-collaborators identify problems and find solutions.* The essence of technical assistance is problem-solving. Effective technical assistance providers first help their client-collaborators to analyze their environment and then involve them in the quest for realistic solutions. Technical assistance providers should bear in mind the fact that recipients of their services value assistance that is based on an informed understanding of their situation.

(3) Values diversity, equity, and access. Technical assistance providers must recognize that diversity of opinions and thought strengthens and adds value to their efforts. Technical

assistance should be available to anyone who needs support, through a system that is free of cultural, racial, and ethnolinguistic barriers so that all may participate.

(4) Uses current knowledge about how adults learn. In designing technical assistance, the following aspects of adult learning should be borne in mind:

- ✔ Adults bring considerable life experience to a learning opportunity.
- ✔ Adults seek out learning experiences in order to respond to clearly articulated needs and life changes and to deal with specific professional situations.
- ✔ Adults have many commitments and demands on their time.
- ✔ Adults come to a learning experience with previously formed expectations.
- ✔ Adults tend to prefer single-concept, single-theory experiences focusing on practical, real-life applications.
- ✔ Adults respond to authority in a variety of ways, some of which are based on prior negative experiences.
- ✔ Adults need to be comfortable in a psychological sense in order to take risks; this is an essential element of effective learning.
- ✔ Adults need to be comfortable physically for effective learning to take place.

(5) *Builds capacity.* The value of technical assistance lies in its ability to increase educators knowledge and skills. Effective technical assistance providers constantly guard against fostering dependent relationships with client-collaborators. The purpose of technical assistance is to provide support as well as an external perspective, so that technical assistance providers contribute to their client-collaborators' own school reform efforts.

(6) Uses varied service delivery strategies. An extensive knowledge base, familiarity with client-collaborators and their needs, coordination with other service providers, and productive working relationships are required for the efficient delivery of technical assistance services. Effective technical assistance providers continually identify, refine, and develop new strategies to ensure that their work meets standards of excellence. Finally, technical assistance should assist educators in leveraging available resources.

(7) Recognizes challenges associated with ongoing growth and change. Ongoing growth and change present a unique set of challenges for educators. Effective technical assistance entails a partnership between those requesting assistance and those providing it. Providers help their client-collaborators understand the purpose of technical assistance, define their vision for improvement, and design a plan for the realization of that vision. Change and growth are ongoing processes of learning, lifelong endeavors that evolve over time and require long-term commitment. Technical assistance focuses on thought and reflection in conjunction with action.

(8) Is cost effective. Service delivery through technical assistance should recognize the scarcity of resources allocated for education. Effective technical assistance maximizes the impact of financial, human, and information resources. Coordination and collaboration with other providers, educators, parents, representatives from business and community-based organizations, are essential if we are to accomplish our shared goals, especially in light of current budgetary constraints.

IV. When is technical assistance appropriate?

The greater the change expected from the participants or the school, the more intense and ongoing the technical assistance must be. Technical assistance works toward the following goals:

- ✔ Expanding the vision of the organization;
- ✔ Helping participants learn and apply new skills;
- ✔ Providing a setting in which colleagues can increase their understanding of their specific context and programs, and their place in the larger picture;
- ✔ Building a learning community;
- ✔ Providing information for strategic planning;
- ✔ Fostering communication; and
- ✔ Empowering participants so that they are able to implement required changes.

Particular circumstances in which technical assistance might be requested include the following:

- ✔ When outside expertise and/or influence is needed;
- ✔ When objectivity is needed;
- ✔ When help in identifying problems is needed;
- ✔ When a catalyst, change agent, or critical friend is needed;
- ✔ When specific kinds of professional development are needed; and
- ✔ When guidance of a large process or project is needed.

Effective technical assistance is always guided by the specific needs of the educators requesting the help, their capacity to internalize and build upon the assistance, and their commitment, as a partner, in reaching their goals.

V. Technical assistance providers serving New York State

The following federally funded organizations provide technical assistance in their respective areas of specialization throughout New York State:

- ✔ The Eisenhower Regional Alliance for Mathematics and Science Education Reform
- ✔ The Equity Assistance Center for Region B
- ✔ The Head Start Technical Assistance Center
- ✔ The National Early Childhood Technical Assistance System
- ✔ The National Clearinghouse for Bilingual Education
- ✔ The New York Technical Assistance Center
- ✔ The Northeast and Islands Regional Educational Laboratory at Brown University
- ✔ The Northeast Regional Resource Center
- ✔ The Northeast Regional Technology Consortium (NetTech)
- ✔ The Region IIa Head Start Technical Assistance Support Center
- ✔ The U.S. Office for Civil Rights
- ✔ The Comprehensive School Health and Wellness Centers

There are 16 ERIC clearinghouses sponsored by OERI, as well as several adjunct clearing-

houses and support components. Abstracts that should be of particular interest to educators in New York State are included for the following:

- ✔ The AskERIC Service for Educators, provided by the ERIC Clearinghouse on Information and Technology
- ✔ The ERIC Clearinghouse for Science, Mathematics, and Environmental Education
- ✔ The ERIC Clearinghouse on Disabilities and Gifted Education
- ✔ The ERIC Clearinghouse on Elementary and Early Childhood Education
- ✔ The ERIC Clearinghouse on Reading, English, and Communication
- ✔ The ERIC Clearinghouse on Urban Education

Addresses of other ERIC clearinghouses, adjunct clearinghouses, and support components can be found in the appendix.

The following are university-based research and development centers sponsored by OERI. Although their primary purpose is not to offer technical assistance, they can be helpful in providing referrals and information relevant to their particular areas of expertise.

- ✔ The Center for Research on the Education of Students Placed at Risk
- ✔ The Center for Research on Evaluation, Standards, and Student Testing
- ✔ The National Center for Postsecondary Improvement
- ✔ The National Center for Research on Education, Diversity, and Excellence
- ✔ The National Center for the Study of Adult Learning and Literacy
- ✔ The National Center to Enhance Early Development and Learning
- ✔ The National Research Center on English Learning and Achievement
- ✔ The National Research Center on the Gifted and Talented
- ✔ The National Research and Development Center on Increasing the Effectiveness of State and Local Educational Reform Efforts
- ✔ The National Research and Development Center on Achievement in School Mathematics and Science

VI. Some questions to answer before consulting a technical assistance provider:

Readiness

1. Who will participate in the technical assistance (e.g., site-based decision-making teams, preservice teachers, teachers, administrators, district personnel, support personnel, professors, university personnel)?
2. What purposes or goals are you trying to accomplish?
3. What are your expectations or desired outcomes?

Environmental Analysis

4. What are your most pressing needs?
   Have you used multiple indicators to assess your environment?
   What things are working well?
   What challenges is your school or district facing?
   What obstacles stand in the way of overcoming the challenges?
   Do you need to consult other people to determine the most pressing needs?

5. Develop a plan that includes skill building, new knowledge, reflection, discussion, and monitoring in order to reach program goals.

   Decide if the plan necessitates long- or short-term professional development. What are the philosophical and/or theoretical foundations on which your actions may be based? Examine the reasons underlying particular practices, even those that have become institutionalized and are rarely questioned.

6. What does research say about the areas you have identified as challenges? Have you gathered data in your school or district that relate to research findings? Do research findings offer suggestions about how to proceed?

Planning

7. How do you see technical assistance fitting into your overall mission and strategic plan?

8. What is your timeline for implementing changes or improvements?

9. What type of technical assistance is needed to help participants reach their goals?

Implementation

10. Who are the key personnel involved in implementing internal changes? Have they supported and endorsed your efforts publicly and privately? Have you invited key decision-makers to participate in the process?

11. How will you implement your plan?

12. Have adequate resources been allocated to implement your plan?

Assessment/Evaluation

13. How will you know whether you have succeeded?

    How will you use feedback for continuous improvement of your change or improvement efforts?

    Have you determined indicators of student achievement that are directly related to your change or improvement efforts?

Institutionalization

14. What further improvements will ensure that changes are an integral part of schooling?

15. What commitments have you made or pursued to ensure that growth is an integral part of your daily plan of operation?

FEDERALLY-FUNDED TECHNICAL ASSISTANCE PROVIDERS SERVING NEW YORK STATE

THE EISENHOWER REGIONAL ALLIANCE FOR MATHEMATICS AND SCIENCE EDUCATION REFORM

Marc Kaufman, Director, and Bob McLaughlin, Co-Director

What is the Eisenhower Regional Alliance for Mathematics and Science Education Reform?

Coordinated by the Technical Educational Research Center (TERC), the Eisenhower Regional Alliance for Mathematics and Science Education Reform supports K-12 mathematics, science, and technology (MST) reform efforts in the Northeast and Islands region (New England, New York, Puerto Rico, and the Virgin Islands). Recently awarded a five-year grant, TERC is working with an array of partners to provide professional development, information, and technical assistance.

What does the Eisenhower Regional Alliance do?

Statewide Action Teams

In each state/island, a team of ten to fifteen state and local MST reform leaders identifies priorities for Alliance services; disseminates valuable reform information; encourages participation in Alliance-sponsored institutes, pilot programs, and other initiatives, in addition to fostering increased statewide collaboration among diverse MST reform efforts. The teams include K-12 educators, higher education faculty, state Eisenhower coordinators, state mathematics and science supervisors, teacher association leaders, and others with important perspectives on MST education.

Regional Networks

The Alliance is establishing six regional reform networks, i.e., regionwide communities of local and state educators addressing key aspects of MST reform. Networks have been or are now being formed in the areas of equity, K-16 collaboration, curriculum/instruction/assessment, public engagement, informal education, and technology.

Each network has a dual mission: to extend expertise related to the given network's topic as widely as possible across the region, and to make this expertise easily, affordably, and equitably accessible, especially to teachers and their students. Network services include professional development institutes, sustained technical assistance, pilots, web-based information, on-line calendars, and free publications. Network membership is free and open to anyone interested.

Alliance Schools

The Alliance is working with Statewide Systemic Initiatives, higher education, state curriculum framework implementation leaders, and National Diffusion Network state facilitators in every state/island to create local Alliance school partnerships. Together, the Regional Alliance and these state reform leaders will undertake intensive action research with selected elementary, middle, and secondary schools in order to learn how the Alliance can support

both MST reform activities and the efforts of state leaders. Alliance staff will assist Alliance School educators and their state partners in accessing the resources of the regional networks, statewide action teams, TERC, and other MST providers. The lessons from this action research activity will guide efforts to scale up local MST reforms in additional communities across the region.

Electronic Services

The Alliance provides a variety of electronic services to educators across the region through the Regional Alliance Hub (http://www.ra.terc.edu). An important component of every regional reform network is an electronic discussion group. These discussion groups permit anyone with access to Internet e-mail to participate in sustained dialogue on network issues with local and state educators across the region, and increasingly, across the nation. Each statewide team will have a web page providing MST information about resources and programs in its state/island as well as an e-mail listserv. Alliance schools will have their own web pages and discussion groups. In addition, the Hub publishes important MST documents for electronic distribution, maintains an on-line calendar of MST events, and links educators to key MST web sites and information across the country and the world. In the future, Hub plans include an on-line resource provider database and expanded web-based services.

For further information, please contact:

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THE EQUITY ASSISTANCE CENTER FOR REGION B

Joan O. Dawson, Director

What is the Equity Assistance Center (EAC)?

The Equity Assistance Center at NYU is one of ten federal Desegregation Assistance centers throughout the country. Like the other centers, the EAC is funded through a grant awarded under Title IV of the Civil Rights Act of 1964. The EAC's mission is to provide school districts and other responsible educational agencies with the technical assistance they need to cope with the special educational problems occasioned by desegregation.

The EAC serves Federal Region B (New Jersey, New York, Puerto Rico, and the Virgin Islands). Its personnel have extensive experience working with school districts and other agencies that are seeking assistance with the many complex human relations issues that arise within districts with diverse student populations. The EAC staff works directly with district personnel in helping them comply with federal civil rights laws and in addressing issues of race, sex, and national origin desegregation.

The EAC has been located at NYU's Metropolitan Center for Urban Education (Metro Center) since 1987. The EAC Resource Center is located at the Consortium for Educational Equity at Rutgers University in New Jersey.

What services does the EAC provide?

The EAC provides services to school districts on request of the District Superintendent. Some of the services provided in each area of desegregation include staff development programs, turnkey training, needs assessment, identification of resources, long-term strategic planning, consultations, seminars and conferences, materials development, and data analysis.

Race Equity Services

The EAC provides services to school districts to reduce or eliminate racial isolation and its effects on students. These services include assistance in areas such as the following:

- ✔ Preparing and adopting desegregation and reorganization plans that lead to school integration;
- ✔ Identifying educational problems that arise from the implementation of a desegregation plan;
- ✔ Training for effective parent involvement;
- ✔ Training for teachers and administrators in racial awareness and prejudice reduction;
- ✔ Training in education that is multicultural;
- ✔ Training in conflict resolution strategies;
- ✔ Addressing desegregation issues in magnet school programs;
- ✔ Eliminating biased or discriminatory actions of staff, students, and parents or community members; and
- ✔ Identifying and eliminating biased instructional materials and assessments.

Sex Equity Services

The EAC provides services to school districts to improve curricula and promote equity in educational opportunities to both female and male students. These services include assistance in the following areas:

- ✔ Eliminating bias in student-teacher interactions;
- ✔ Identifying and eliminating bias in instructional materials;
- ✔ Providing assistance in creating bias-free multicultural curriculums;
- ✔ Providing assistance in achieving equity in school athletics;
- ✔ Expanding career options for female and male students;
- ✔ Identifying and preventing sexual harassment of staff and students;
- ✔ Developing and conducting programs for parents on gender-related issues; and
- ✔ Training in education that is multicultural.

National Origin Equity Services

The EAC provides services that promote equal educational opportunities within school districts for culturally and linguistically diverse students. These services include the following:

- ✔ Training in effective teaching/learning models for ESL and mainstreamed language minority students;
- ✔ Training in linguistic and ethnic group awareness (including prejudice reduction);
- ✔ Turnkey teacher training in ESL methodology (including presentation skills);
- ✔ Training in cooperative learning strategies;
- ✔ Training in education that is multicultural;
- ✔ Training in second language acquisition processes;
- ✔ Training in effective educational strategies for LEP students with limited school experience;
- ✔ Assisting in identifying and developing alternative assessments for LEP students; and
- ✔ Identifying and eliminating biased instructional materials and placement tools.

For further information, please contact:

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New York, NY 10003-6680
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http://www.nyu.edu/education/metrocenter/eac/eac.html

THE REGION IIa HEAD START TECHNICAL ASSISTANCE SUPPORT CENTER

Robert E. Daniels, Director

What is the Region IIa Head Start Technical Assistance Support Center (TASC)?

The Region IIa Head Start Technical Assistance Support Center, located at New York University, is an organization established for the sole purpose of helping Head Start grantees and delegate agencies in New York and New Jersey administer superior Head Start programs.

What is the organizational structure of the TASC?

TASC is comprised of specialists in parent involvement, education, CDA, social services, management, information technology, health, and infant/toddler services. In addition, the center maintains a list of consultants available for on-site training and technical assistance to grantees and delegates.

What is the TASC's mission?

The TASC's primary mission is to provide training and technical assistance to Early Head Start and Head Start grantees and delegates in order to support high quality service delivery as delineated in the Head Start Performance Standards and in accordance with generally accepted best practices.

How does the TASC accomplish this mission?

Through Training and Technical Assistance

In order to accomplish this mission, the TASC provides a full range of training and technical services to Head Start programs, including the following:

- ✔ On-site training and technical assistance;
- ✔ Telephone consultation;
- ✔ Print and video resources;
- ✔ Cluster seminars;
- ✔ Orientation for new Head Start directors and coordinators;
- ✔ Training of trainers and group leader training events; and
- ✔ Participation in conferences and workshops of state, regional, and national Head Start associations and other appropriate organizations.

By Maximizing Local Training Efforts

The TASC also assists grantees and delegates in planning and managing their own training endeavors and refers them to consultants who can help them to meet their own training and technical assistance needs.

By Assisting the Regional Office

The TASC supports the ACF Regional Office in its efforts to maintain high quality programs. The center is active in providing intensive on-site training and technical assistance to designated grantees, maintaining a regional training calendar, organizing the Regional Office "Conversations," facilitating training on the Revised Performance Standards, and preparing the Region II Fact Sheet.

For more information, please contact:

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THE NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

Joel Gómez, Director

What is the National Clearinghouse for Bilingual Education (NCBE)?

NCBE is a federally-funded program offered through the George Washington University, Graduate School of Education and Human Development in Washington, D.C.

Who are NCBE's partners?

NCBE's partners are the ERIC Clearinghouse on Urban Education (ERIC/CUE) at Teachers College, Columbia University, and the University of California Linguistic Minority Research Institute (UC LMRI).

What does NCBE do?

NCBE collects, analyzes, and disseminates information related to the effective education of linguistically and culturally diverse learners in the United States. It seeks to give bilingual educators sources of information, articles, books, etc., in order to keep them abreast of the latest developments in their profession. One of the ways NCBE does this is through its newsletter, "Forum," which is published six times a year and circulated to the entire list. It also provides information through its World Wide Web server and sponsors a weekly news bulletin, "Newsline," and a topical electronic discussion group, NCBE Roundtable.

As part of the U.S. Department of Education's technical assistance and information network, NCBE works with other service providers to provide access to high quality information to help states and local school districts develop programs and implement strategies for helping all students work toward high academic standards.

NCBE strives to

- ✔ address critical issues dealing with the education of linguistically and culturally diverse (LCD) students in the United States;
- ✔ serve as a broker for exemplary practices and research as they relate to the education of LCD students; and
- ✔ become a valuable source of information for individuals working in foreign language programs, English as a Second Language programs, Head Start, Title I, Migrant Education, or Adult Education programs.

What do NCBE's partners do?

ERIC/CUE collects and abstracts high quality documents about urban and minority education, published and unpublished for inclusion in the ERIC database.

UC LMRI provides information accessible through the Internet to researchers, students, and practitioners interested in issues related to language, education and public policy, especially as they affect linguistic minorities.

UC LMRI's web site, LMRINet, contains several types of information resources, including Electronic Discussion Lists, LMRI Newsletters, National Center for Research on Cultural Diversity and Second Language Learning research reports, abstracts from the final reports of each research project funded by UC LMRI, etc.

What can be found in NCBE's Bibliographic Database?

NCBE's Bibliographic Database consists of bibliographic citations and abstracts of materials from a variety of sources dealing with all aspects of the education of LCD students in U.S. schools. Broad categories of topics covered include the following: educational programs; curriculum and instruction; parent and community involvement; educational personnel training and professional development; research on cultural diversity; history, legislation, and policy; and systemic reform.

For more information, please contact:

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THE NATIONAL EARLY CHILDHOOD TECHNICAL ASSISTANCE SYSTEM

Pat Trohanis, Director

What is the National Early Childhood Technical Assistance System (NEC*TAS)?

Comprised of six organizations, NEC*TAS assists states and other designated governing jurisdictions in the development of multidisciplinary, coordinated, culturally sensitive, and comprehensive services for children with special needs, birth through age 8 years, and their families. NEC*TAS brings together individuals and organizations that represent diverse disciplines and parents' perspectives to address the infant, toddler, and preschool provisions of the Individuals with Disabilities Education Act (IDEA).

Who are the NEC*TAS partners?

The NEC*TAS consortium embodies the multidisciplinary professional and parental expertise necessary to support the continued development and implementation of new and improved comprehensive services in states and jurisdictions. It is comprised of six nationally active groups, each of which contributes unique expertise and linkages to the system's technical assistance efforts.

*The NEC*TAS Coordinating Office*

The coordinating office is housed at the Frank Porter Graham Child Development Center (FPG) at the University of North Carolina at Chapel Hill. FPG contributes broad expertise in policy and service planning and implementation for states and early childhood projects, extensive skills in the technical assistance process, and expertise in research and development. FPG provides the NEC*TAS consortium with special linkages to other research, technical assistance, and professional organizations.

Five other national organizations are members of the NEC*TAS consortium:

Federation for Children with Special Needs contributes expertise in family-centered policies, programs, and practices and provides special linkages to Parent Training and Information (PTIs) and parent leaders and advocates.

Georgetown University Child Development Center contributes expertise in interagency coordination, finance, and cultural appropriateness and provides special linkages to the maternal and child health mental health communities.

Hawai'i University Affiliated Program at the University of Hawai'i at Manoa contributes expertise in community-based inclusive services and provides special linkages to NEC*TAS's diverse clients in the Pacific Basin.

National Association of State Directors of Special Education (NASDE) contributes expertise in state policy development, management, and operation, and provides special linkages to state education agencies.

ZERO TO THREE: National Center for Infants, Toddlers and Families contributes expertise in policies, programs, and practices, including promoting mental health, for infants and toddlers. It provides the consortium with special linkages to the Head Start and child care communities.

What does NEC*TAS do?

To help meet the challenges that this responsibility presents, the NEC*TAS provides effective and ongoing technical assistance, support, and information services to a variety of audiences. As a partner with other organizations and citizens, NEC*TAS directs its efforts to making contributions that create more opportunities and better access to services for families and children.

What are the goals of NEC*TAS?

NEC*TAS is committed to the following seven goals:

- ✔ To assist states in accomplishing their goals and activities for providing services through their Part H Program and their Part B-Section 619 Program of IDEA.
- ✔ To assist early childhood discretionary projects sponsored by the Office of Special Education Programs (OSEP) in accomplishing their goals and activities for demonstration, inservice, and outreach programs related to IDEA.
- ✔ To identify emerging early intervention and preschool service system issues and potential solutions.
- ✔ To share across client groups the solutions and successful strategies developed by one another.
- ✔ To promote utilization of state-of-the-art research and practice.
- ✔ To promote collaboration across federal agencies and programs, states, and other organizations and programs that impact client programs.
- ✔ To contribute to the understanding and provision of efficient, effective, and high quality technical assistance.

For more information, please contact:

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THE NEW YORK TECHNICAL ASSISTANCE CENTER

LaMar P. Miller, Executive Director

What is the New York Technical Assistance Center (NYTAC)?

The New York Technical Assistance Center is one of fifteen federally-funded Comprehensive Regional Assistance Centers designed to assist schools, districts, and state education departments in implementing the Improving America's Schools Act (IASA). The IASA ensures that all students meet high content and performance standards through comprehensive school reform and improvement.

Housed at the Metropolitan Center for Urban Education (LaMar P. Miller, Executive Director) within NYU's School of Education, the NYTAC is funded by the U.S. Department of Education. It brings together five organizations in a partnership to provide technical assistance to the New York State Education Department, local education agencies, tribes, and other organizations in Region II (the State of New York). In addition to the Metro Center, the lead agency for the NYTAC, the other partners are Hunter College of CUNY (José A. Vázquez, Professor Emeritus), RMC Research Corporation of Portsmouth, New Hampshire (Everett Barnes, President), the Eastern Stream Center on Resources and Training (ESCORT) of SUNY at Oneonta (Robert Levy, Executive Director), and ORBIS Associates of Washington, D.C. (Gwen Shunatona, President).

What is the NYTAC's Mission?

The organizations that have come together to form the NYTAC share a common mission: to help the State Education Department, local school districts, and schools continuously apply the best existing knowledge of quality practices in teaching and learning in order to provide all students with a fair and equal opportunity to achieve challenging content and performance standards.

The NYTAC focuses on changing and improving systems rather than improving isolated categorical programs. The NYTAC uses its knowledge and expertise to help state education agencies and local education agencies use Elementary and Secondary Education Act (ESEA) programs to support and sustain federal, state, and local improvement initiatives. The NYTAC advocates for the children served under the ESEA by assisting in educational initiatives designed to ensure that all students have the opportunity to meet challenging content and performance standards. The NYTAC relies on technology to give clients greater access research and information about educational reform. The NYTAC is a member of a national network of assistance providers (Labs, R&D centers, literacy centers, technology centers, etc.) with a single purpose -- to support comprehensive educational reform and improvement.

Service Delivery Teams

There are four NYTAC Service Delivery Teams that provide technical assistance to the State Education Department, New York City, the Western Region, and the Eastern Region. The team leader or liaison serves as the point of contact in each region.

Service delivery teams are responsible for the following:

- ✔ Ensuring that the NYTAC mission is carried out in its respective region;
- ✔ Delivering, or overseeing the delivery of, any services provided by NYTAC staff and their partners in its region;
- ✔ Maintaining high standards of quality for technical assistance products and services provided to clients in its region;
- ✔ Responding to and coordinating service requests from its region; and
- ✔ Developing Regional Action Plans.

New York City Team Leader:
Levander Lilly, (800) 4NYU-224

Eastern Region Team Leader:
Virginia L. Mayo Hardy, (800) 4NYU-224

Western Region Team Leader:
Colleen Orsburn, (800) 258-0802

New York State Education Department Liaisons:
Michelle Haddad, (800) 4NYU-224 and **Everett Barnes**, (800) 258-0802

For further information, please contact:

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Fax: (212) 995-4199
http://www.nyu.edu/education/metrocenter/nytac/nytac.html

THE NORTHEAST AND ISLANDS REGIONAL EDUCATIONAL LABORATORY AT BROWN UNIVERSITY

John P. Zarlengo, Executive Director

What is the Northeast and Islands Regional Educational Laboratory at Brown University (Lab at Brown)?

The federal government funds ten laboratories in specific regions across the nation. These labs engage in applied research and development around new and improved teaching and learning methods for elementary and secondary schools. The national laboratory network assists schools in achieving systemic educational reform nationwide. The Lab at Brown promotes knowledge-based school improvement throughout the Northeast and Islands in order to facilitate equal access to quality learning environments for all students in meeting high standards of learning.

What is the mission of the Lab at Brown?

The mission of the Lab at Brown is to promote comprehensive school reform in the Northeast and Islands with emphasis on the following:

- ✔ Serving the needs of linguistically and culturally diverse students;
- ✔ Working collaboratively to effect innovative approaches; and
- ✔ Emphasizing equity in all phases of the school reform movement--standards, frameworks, assessment, and integrated services.

Closely related to the mission is the specialty area, which is developing programs and disseminating information addressing linguistically and culturally diverse populations.

What does the Lab at Brown do?

The Lab at Brown conducts applied research and assistance efforts in three major areas called "Zones of Inquiry." These zones reflect the collaborative nature of the research as well as the major areas of the Lab's efforts.

Zone One: Transforming Teaching and Learning to Ensure that All Students Learn at High Levels

Among the allied research and development programs in this zone are new assessment techniques that address the needs of diverse learners; more effective programs in mathematics, science, and foreign language; creating networks of schools and states engaged in curriculum reform, standards and framework development; and providing teachers and administrators with opportunities to reflect on their practices.

Zone Two: School Structures and Environments that Foster High Levels of Learning

Raising standards of learning necessitates organizational and governance transformation. The Lab at Brown will address the needs of students through alternative structures that are emerging in both urban and rural environments. More meaningful parental involvement programs, targeting linguistically and culturally diverse parents as well as others, will be explored. Attention will also be given to Empowerment Zone programs in Boston and New York as well as the burgeoning Charter School movement in the region.

Zone Three: Partnerships and Connections that Support Systemic Reform

Collaboration is needed to support both improved standards for learning and the restructuring that must occur in order to attain these standards. Policy makers, school practitioners, community organizations, child advocates, business, health, and social service providers among others are seeking stronger connections at multiple levels of the system. The Lab at Brown will create and enhance linkages with state and local agencies, school-community and school-to-work collaboratives, linkages with higher education and integration with library systems as part of its meeting-in-the-middle strategies for systemwide school improvement.

Who are the Lab at Brown's partners?

The Lab at Brown has entered into partnerships with exemplary public and private agencies in the Northeast and Islands as well as throughout the nation. This enables all schools in the region to have access to outstanding expertise.

Brown's consortium partner is Hunter College of the City University of New York. Hunter's strategic location and connection with schools in New York City and throughout the state are invaluable resources for addressing school reform initiatives, particularly in urban environments. The other partners are the following:

- ✔ BBN Corporation
- ✔ CAL (Center for Applied Linguistics)
- ✔ CRM (Center for Resource Management)
- ✔ Jobs for the Future
- ✔ RMC Research Corporation
- ✔ Super Teams
- ✔ TERC, Inc.
- ✔ Superintendents' Leadership Council

For further information, please contact:

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THE NORTHEAST REGIONAL RESOURCE CENTER

Pamela Kaufmann, Director

What is the Northeast Regional Resource Center (NERRC)?

NERRC staff provide special education technical assistance for program development to eight state departments of education in the Northeast and, through them, to local school districts and associated organizations. The programs and services of NERRC are specifically designed to assist state education agencies in assuring that educational policies and procedures result in quality programs for students with disabilities.

What are NERRC's goals?

NERRC's goals are the following:

- ✔ To identify and address persistent and emerging problems in implementing quality educational programs;
- ✔ To assist with developing, identifying, disseminating, and replicating successful programs and practices to improve educational and related services for students with disabilities and their families;
- ✔ To gather and disseminate relevant information through workshops, seminars, consultations, networking, and product development; and
- ✔ To coordinate program activities with other regional resource centers and technical assistance projects conducted by the U.S. Department of Education.

What are NERRC's services?

State needs are identified and addressed through a variety of services provided by staff who are highly committed, skilled professionals. Through connecting, collaborating, convening, and consulting, NERRC staff build capacity for leadership and become partners with organizations in systems change to promote a quality education for all learners, including children and youth with disabilities and their families.

The following is a sampling of NERRC's impact:

One state's statewide assessment activities have become integrated and coordinated with personnel from all divisions, resulting in increased efforts to include students with disabilities in statewide assessment.

One state has increased its efforts to promote and develop local community-

based service delivery through collaborative planning among key state agencies representing human services and education.

All states have increased capacity to understand state policy implications of emerging legal issues such as discipline, gun-free schools, court decisions, and implementing inclusion.

Three states have improved due process and mediation capacity due to NERRC-provided training.

For further information, please contact:

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THE NORTHEAST REGIONAL TECHNOLOGY CONSORTIUM (NETTECH)

Bonnie Brownstein and Michael Ribaudo, Co-Directors

What is the Northeast Regional Technology Consortium (NetTech)?

The Northeast Regional Technology Consortium (NetTech) is a partnership designed to provide the vision, experience, and expertise needed to assist schools (K-12) and other educational institutions to plan, implement, continuously evaluate, and refine effective educational uses of technology. Led by the City University of New York (CUNY), NetTech is designed to address the critical gaps in educational technology policy and infrastructure. NetTech activities are guided by four basic principles: building upon existing programs and practices; insuring that efforts are client-driven; leveraging existing human and fiscal resources; and formulating plans that are consistent with emerging local, state, and national standards.

Who are the NetTech partners?

The partners in the NetTech consortium are the City University of New York (lead partner), Brown University, Ohio State University, University of Maryland, Technical Education Research Centers (TERC), and the Educational Development Center. The consortium will promote high quality education by sharing and implementing a technology-supported approach to teaching and learning that stimulates the minds and imaginations of learners and enhances the impact of educators. This partnership will provide the critical mix of planning, collaboration, technical assistance, and professional development to build skills for the 21st century.

How does NetTech accomplish its goals?

NetTech will accomplish its goals through the following:

- ✔ Information gathering and dissemination;
- ✔ Technical assistance;
- ✔ Professional development;
- ✔ Emerging collaborative efforts;
- ✔ Demonstration sites; and
- ✔ Review and analysis of NetTech efforts.

What does NetTech do?

NetTech offers technical assistance, provides an information exchange, develops collaborative efforts, supports demonstration sites, and offers professional development to teachers and other educators throughout the region. Most of the activities serve to leverage much larger investments by state and local educational agencies. For example, NetTech, in collaboration with State Education Technology Teams comprised of representatives of state-

level and adult education agencies, LEAs, Goals 2000 committees, practitioners, resource providers, higher education, business, government, and others facilitates the shaping of local and statewide policy to support and sustain coordinated systematic changes in the use and impact of technology in education. In addition, NetTech helps to foster the inclusion of educational technology and its uses in teacher preparation programs, thus ensuring the informed use of technology well into the future.

For further information, please contact:

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http://www.nettech.org

THE U.S. OFFICE FOR CIVIL RIGHTS

What are the mission and responsibilities of the Office for Civil Rights (OCR)?

The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. A primary responsibility is resolving complaints of discrimination. Agency-initiated cases, typically called compliance reviews, permit OCR to target resources on compliance problems that appear particularly acute. OCR also provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR administers. In addition, OCR provides support to other U.S. Department of Education programs.

What are OCR's jurisdictions?

The Office for Civil Rights enforces four federal statutes that prohibit discrimination in programs and activities that receive Federal financial assistance. Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964; sex discrimination is prohibited by Title IX of the Education Amendments of 1972; discrimination on the basis of handicap is prohibited by Section 504 of the Rehabilitation Act of 1973; and age discrimination is prohibited by the Age Discrimination Act of 1975. OCR also has responsibilities relating to the Americans with Disabilities Act of 1990.

The civil rights laws enforced by OCR extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries, and museums that receive Department of Education funds. Such programs or activities may include, but are not limited to admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment.

In addition, OCR assists other components of the Department of Education in carrying out the civil rights requirements of certain grant programs. The civil rights laws enforced by OCR extend to a wide range of federal fund recipients, including education and rehabilitation agencies and their subrecipients in the fifty states, the District of Columbia, and U.S. territories and possessions.

Whom does OCR serve?

OCR serves student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems, including other offices of the Department of Education. A complaint of discrimination can be filed by anyone who believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, handicap, or age. The person or

organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group.

What is the organizational structure of OCR?

The Office for Civil Rights consists of administrative offices that are located at the Department of Education's national headquarters in Washington, D.C., and enforcement offices around the country. In Washington, D.C., staff provide legal, policy, and management support. Staff in the twelve enforcement offices resolve complaints and conduct reviews to ensure compliance with the civil rights laws. Enforcement office staff also carry out a comprehensive program of technical assistance.

For assistance related to civil rights, please contact the OCR enforcement office serving New York State:

Office for Civil Rights, New York Office
U.S. Department of Education
75 Park Place, 14th Floor
New York, NY 10007-2146
Phone: (212) 637-6466
Fax: (212) 264-3803
TDD: (212) 637-0478

For further information, please contact:

U.S. Department of Education
Office for Civil Rights
Customer Service Team
Mary E. Switzer Building
330 C Street S.W.
Washington, DC 20202
Phone: (202) 205-5413
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E-mail: OCR@ED.Gov
http://www.ed.gov/offices/OCR

THE COMPREHENSIVE SCHOOL HEALTH AND WELLNESS CENTERS

What is the mission of the Comprehensive School Health and Wellness Centers (CSHW)?

The mission of the Comprehensive School Health and Wellness Centers is to build the capacity of local school districts and the communities they serve to implement comprehensive school health and wellness programs that enhance the health of children and youth, thereby increasing their school performance. Such increased capacity is promoted through school, family, and community partnerships at the local level and integrates comprehensive health programming into district school reform initiatives, consistent with the New York State Education Department's global mission. The fundamental principles of this mission are as follows:

- ✔ Set high expectations and standards;
- ✔ Build capacity; and
- ✔ Measure and report results.

What do the CSHW Centers do?

Each CSHW Center provides training, technical assistance, resources and information to schools and communities within their Joint Management Team Regions or New York City. Each Center cooperates and collaborates with other appropriate service providers within the region to identify and develop resources and complement and enhance those already available within the school setting. Districts are provided with services related to the components of a comprehensive school health program: health curriculum and instruction; school health services; healthy school environment; physical activity; guidance, attendance, psychological, social work, and counseling services; school nutrition; staff wellness; and family/community involvement. In addition, CSHW Centers provide direction relevant to the following content areas: alcohol/tobacco/other drugs; violence prevention; nutrition and diet; lifelong physical activity; sexually transmitted diseases; family life education, including human sexuality; and HIV/AIDS, for which the State Education Department receives categorical funding.

For further information, please contact:

Joint Management Team Regions

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Capital
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(covering Eastern Suffolk, Nassau, and Western Suffolk)

New York City
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Statewide Services

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ERIC

CLEARINGHOUSES

THE AskERIC SERVICE FOR EDUCATORS

Provided by the ERIC Clearinghouse on Information and Technology

Mike Eisenberg, Director

What is AskERIC?

AskERIC is the award-winning Internet-based education information service of the ERIC System, headquartered at the ERIC Clearinghouse on Information & Technology at Syracuse University. Because AskERIC is also a Sun SITE repository, AskERIC is able to expand the quality and quantity of its resources and services to the education community.

AskERIC is composed of three major components:

- ✔ AskERIC Q & A Service
- ✔ AskERIC Virtual Library
- ✔ AskERIC R & D

What services does AskERIC provide?

For information, visit the AskERIC website's FAQs (Frequently Asked Questions) to find out what kind of questions AskERIC answers, or how to contribute a lesson plan to the Virtual Library.

Also available is the AskERIC Slide Show, a presentation package used at regional and national education conferences. Just for fun, there is the AskERIC Cow Gallery.

Through the AskERIC Partnership, state networks and education agencies work cooperatively with AskERIC to provide the highest level AskERIC education information service to large groups of educators.

For more information, please contact:

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THE ERIC CLEARINGHOUSE FOR SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION

David Haury, Director

What is the ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC/CSMEE)?

The ERIC Clearinghouse for Science, Mathematics, and Environmental Education is one of 16 ERIC clearinghouses sponsored by the Office of Educational Research and Improvement (OERI).

What does ERIC/CSMEE do?

ERIC/CSMEE has as its primary function the retrieval and dissemination of printed materials related to science, mathematics, and environmental education. This information is indexed and abstracted for inclusion in two monthly publications, "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE). RIE provides abstracts for a variety of education materials. CIJE announces journal literature.

What services does ERIC/CSMEE provide?

Publications:

In addition to acquiring and processing documents and journal articles, ERIC/CSMEE staff produces digests, information bulletins, and information on analysis products. Digests are short publications (one page, front and back) on a single topic. Information bulletins treat a subject in more depth and contain more references than are cited in a digest.

Information analysis products are longer publications. They are frequently produced in cooperation with professional organizations. Such clearinghouse publications include yearbooks, science sourcebooks, reviews of research activity collections on a broad topic, and collections of papers presented at national meetings.

The variety of products available from the clearinghouse is listed in the clearinghouse's current publication list which is available at no cost and can also be browsed on its WWW site.

User Services:

Members of the clearinghouse's scope areas (science, mathematics, and environmental education) will refer questions as necessary.

The clearinghouse also performs computer searching. Cost is based on the complexity of the search.

The clearinghouse offers a user services area including a full ERIC microfiche collection,

RIE and CIJE reference collection, and a library collection of materials relating to the scope areas.

User services offers workshops for groups and organizations.

For more information, please contact:

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http://www.ericse.ohio-state.edu

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THE ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION

Bruce Ramirez, Director

What is the ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)?

The ERIC Clearinghouse on Disabilities and Gifted Education is one of 16 federally-funded clearinghouses in the ERIC system, a nationwide information network sponsored by the U.S. Department of Education, National Library of Education.

ERIC EC focuses on the professional literature, information, and resources relating to the education and development of persons of all ages who have disabilities and/or who are gifted.

What does ERIC EC do?

- ✔ Provides access to the ERIC database of educational materials, reports, and bibliographic information; more than 850,000 citations (60,000 citations on disabilities or gifted issues).
- ✔ Collects and reviews the educational literature (documents, journal articles, etc.) in the areas of special and gifted education, selecting the highest quality and most relevant material.
- ✔ Catalogs, abstracts, and indexes the material selected for inclusion in the ERIC database.
- ✔ Provides information in special/gifted education and publications on current research, programs, and practices.
- ✔ Prepares publications such as ERIC Digests (brief overviews of current topics); provides information on topics such as ADD, gifted, behavior disorders, early childhood, inclusion, learning disabilities.
- ✔ Responds to questions on disabilities and gifted education via the AskERIC service on the Internet.
- ✔ Provides references to other relevant sources and organizations that address disabilities or giftedness.
- ✔ Provides general information on education; therefore, staff members do not offer medical opinions/diagnoses, legal opinions/diagnoses, or financial advice, or make recommendations and referrals on which schools a child should attend.

What is the ERIC/OSEP Special Project?

The ERIC/OSEP Special Project is funded under a three-party contract among The Council for Exceptional Children (CEC), the Office of Special Education Programs (OSEP), and the

Office of Educational Research and Improvement (OERI), U.S. Department of Education. Under this contract, OSEP funds the ERIC/OSEP Special Project, and OERI funds the ERIC Clearinghouse on Disabilities and Gifted Education.

The ERIC/OSEP Special Project disseminates special education research through a variety of publications and conferences. Audiences include teachers and related services professionals, trainers, administrators, policymakers, researchers, families, and others who are involved in the development and delivery of special education services.

The ERIC/OSEP Special Project tracks current research, plans and coordinates research conferences, and develops publications that summarize recent research on critical issues and topics. These publications include an annual directory of research projects as well as publications that synthesize research efforts.

Each year, the Special Project hosts a conference for directors of OSEP-sponsored research projects. Throughout the year, research forums and work groups are held that bring together experts on emerging topics of interest. Focus groups representing the Special Project's audiences are held to inform OSEP and the Special Project of information needs and to enhance the utility of publications produced by the Special Project and other dissemination groups.

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THE ERIC CLEARINGHOUSE ON ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Lilian Katz, Director

What is the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)?

The ERIC Clearinghouse on Elementary and Early Childhood Education is one of 16 ERIC clearinghouses funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. ERIC/EECE is located at the University of Illinois at Urbana-Champaign.

What does ERIC/EECE do?

ERIC/EECE contributes to the database in the areas of child development, the education and care of children from birth through early adolescence, the teaching of young children, and parenting and family life.

Acquisitions and Database Building

ERIC/EECE identifies and selects conference papers, research reports, curriculum materials, government documents, opinion papers, and published books for possible inclusion in the ERIC database. About 70% of materials submitted to ERIC/EECE are accepted for inclusion. The clearinghouse also annotates and indexes articles from nearly 50 journals for ERIC.

The brochure, "Be an ERIC Author," presents information on submitting documents for possible inclusion in the ERIC database.

The clearinghouse provides information in response to mail, telephone, fax, and electronic requests. Responses typically include a short search of the ERIC database, full-text articles, resource lists and flyers, and/or appropriate referrals. For parents and early childhood educators, ERIC/EECE operates the Parents AskERIC question-answering service, which is part of the nationally acclaimed AskERIC systemwide project to provide electronic information services over the Internet (askeric@ericir.syr.edu).

Publications

In support of its dissemination and question-answering activities, the clearinghouse produces ERIC Digests (2-page articles on topics of high interest) and two bi-annual newsletters (the ERIC/EECE Newsletter and The MAGnet Newsletter on Mixed-Age Grouping). Other ERIC/EECE publications include books and monographs, Resource Lists, and ReadySearches (searches of the ERIC database on popular topics), information packets, and occasional papers. A complete listing of all products is available from the clearinghouse upon request.

The clearinghouse supplies no-cost camera-ready copies of newsletters, digests, and resource lists for other organizations and individuals to use at conferences and meetings.

Internet Activities

The clearinghouse also operates several Internet-based discussion groups:

- ✔ CAMPUSCARE-L on campus children's centers;
- ✔ ECENET-L on early childhood education;
- ✔ ECPOLICY-L on early childhood policy issues;
- ✔ MIDDLE-L on middle level education;
- ✔ PARENTING-L on parenting issues;
- ✔ PROJECTS-L on the Project Approach;
- ✔ REGGIO-L on the Reggio Emilia (Italy) approach to early education; and
- ✔ SAC-L on school-age care.

National Parent Information Network

A major focus of clearinghouse activity is the National Parent Information Network (NPIN), which ERIC/EECE operates with the ERIC Clearinghouse on Urban Education. A national electronic resource for parents and those who work with them, NPIN offers full-text information on parenting, parenthood, and parent-school partnerships. NPIN is accessible from the ERIC/EECE Web site.

ERIC/EECE Partners Program

ERIC/EECE also maintains an active partners program, working with organizations to exchange information to inform their constitutencies about the education-related information available from ERIC. In return, partners receive special services and complimentary copies of ERIC/EECE publications.

Workshops and Conferences

ERIC/EECE staff offer periodic workshops and presentations on ERIC services and on Internet use at national conferences. A limited number of presentations are also made on a cost-recovery basis.

For more information, please contact:

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THE ERIC CLEARINGHOUSE ON READING, ENGLISH, AND COMMUNICATION

Carl Smith, Director

What is the ERIC Clearinghouse on Reading, English, and Communication (ERIC/REC)?

The ERIC Clearinghouse on Reading, English, and Communication is one of the sixteen clearinghouses in the ERIC network. Each year ERIC/REC helps thousands of people find useful information related to education in reading, English, journalism, theater, speech and mass communication.

The kinds of information provided by ERIC/REC include the following:

- ✔ Activities and instructional materials to teach elementary school students listening skills.
- ✔ Instruction in writing that focuses on the writing process.
- ✔ A list of suggestions for parent involvement in reading instruction.

What services does ERIC/REC provide?

This site is dedicated to providing educational materials, services, and coursework to everyone interested in the language arts.

It also offers, without charge, exemplary lesson plans extracted from publications in the Clearinghouse Bookstore.

The listserv READPRO provides a forum via which reading professionals may discuss issues confronting the profession.

This site provides links to many other useful educational sites, including other ERIC Clearinghouses.

A number of informative parent brochures, up-to-date bibliographies (many with links to websites), and current research summaries (digests), as well as the latest research abstracts prepared by this clearinghouse are available from ACCESS ERIC.

The Indiana University School of Education Distance Education Program provides beginning and experienced educators with accredited correspondence and online coursework in Language Arts Education subjects. These courses can be used towards recertification or towards a graduate-level degree.

Other on-line resources include the following:

Resources for Parents, Read-along Stories from Parents and Children Together Online, and

The Clearinghouse Bookstore contains a wide assortment of publications on the following topics: using the Internet in the classroom, writing, values, critical thinking, family learning, and the full range of language arts education. Free lesson plans are available from many of ERIC/REC books. An alphabetically arranged list of publications is also available.

Parent involvement materials for educators and administrators can also be obtained. Topics for professional development workshops for teachers include the following: parents sharing books; how to help children learn at home; writing across the curriculum; critical thinking; and exploring values through literature and inquiry.

Videos currently available include "Make a Difference: Talk about Books," "Parents as Tutors: Helping with Homework," "Parents Sharing Books," and the "Writing to Learn" series.

For further information, please contact:

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THE ERIC CLEARINGHOUSE ON URBAN EDUCATION

Erwin Flaxman, Director

What is the ERIC Clearinghouse on Urban Education (ERIC/CUE)?

The ERIC Clearinghouse on Urban Education is one of sixteen specialized clearinghouses in the ERIC system, a national information service and database funded by the Office of Educational Research and Improvement of the U.S. Department of Education.

What are the ERIC/CUE's areas of concern?

ERIC/CUE's areas of concern include these:

- ✔ The education of urban students.
- ✔ The education of African Americans, Hispanic Americans (excluding Mexican Americans, who are in the domain of another ERIC clearinghouse), Asian Americans, Pacific Islanders, and other minority ethnic and racial groups.
- ✔ Racial, ethnic, and sex equity issues.
- ✔ Multicultural education.
- ✔ Curriculum and instruction for urban students.
- ✔ Urban classroom and school organization.
- ✔ The relationship of urban schools to their communities.
- ✔ Ways that public and policies can affect urban education.
- ✔ The social and economic conditions of urban life.

What does the ERIC/CUE do?

Document Acquisition for the ERIC Database

ERIC/CUE collects and abstracts high quality documents about urban and minority education, published and unpublished, for inclusion in the ERIC database. The database is searchable by computer, either online or with a compact disc package; and manually, through Resources in Education, a monthly publication.

What are the ERIC/CUE's dissemination activities?

ERIC/CUE issues several types of publications. The following series of comprehensive publications are available at a nominal cost:

- ✔ In-depth monographs, published in the Urban Diversity Series, are thorough reviews of research, policy, or practice on an important topic of concern to urban educators and policymakers.
- ✔ Reports on emerging urban educational issues are presented as part of the Trends and Issues Series.
- ✔ Comprehensive annotated Bibliographies and Directories often complement ERIC/CUE monographs.

ERIC/CUE issues these briefer publications for wide complimentary dissemination:

- ✔ Digests are two-page summaries of research and practice in a discrete area of urban education.
- ✔ Information Alerts are two-page annotated bibliographies of timely documents and journal articles on a single topic from the ERIC database.
- ✔ Parent Guides are short articles addressed to parents about their children's schooling.
- ✔ Twenty new publications are issued annually. Visit UEweb regularly to see the newest listings.

Networking

Joint Projects. ERIC/CUE regularly engages in activities with over 100 educational, citizen, professional, and advocacy organizations to help promote improvements in the schooling of urban students. These organizations are considered ERIC/CUE Partners. The Clearinghouse also works with additional groups and their constituencies on an ad hoc basis. Joint activities include these:

- ✔ Exchange of information and publications
- ✔ Co-sponsorship of events
- ✔ Presentations at conferences
- ✔ Provision of materials for conferences
- ✔ Co-publication of materials
- ✔ Technical assistance on using the ERIC database

Telecommunications

Another important ERIC/CUE activity is dissemination of information on urban education resources through the increasing number of computer networks used by education professionals and the public. ERIC/CUE edits or contributes to several electronic forums, and assists organizations in developing their own telecommunications programs, which frequently includes helping them access the ERIC database through one of the networks that contains it.

What services does the ERIC/CUE provide?

ERIC/CUE offers a wide range of services to organizations and individuals who use the ERIC system.

Database Search Training
ERIC/CUE staff will conduct a workshop for a group from your school or organization on how to use the various ERIC database searching methods.

Urban Center Workshops
With local organizations and schools around the country, ERIC/CUE will conduct a day-long conference consisting of briefings on trends and issues in urban education and training in use of the ERIC database.

Information Requests
ERIC/CUE will answer telephone and written queries on urban education with relevant complimentary ERIC/CUE publications or more customized responses.

For more information, please contact:

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OERI NATIONAL EDUCATIONAL RESEARCH AND DEVELOPMENT CENTERS

THE CENTER FOR RESEARCH ON THE EDUCATION OF STUDENTS PLACED AT RISK (CRESPAR)

Robert E. Slavin and A. Wade Boykin, Co-Directors

What is the Center for Research on the Education of Students Placed At Risk (CRESPAR)?

The Center for Research on the Education of Students Placed At Risk is a national educational research center supported by the Office of Educational Research and Improvement, United States Department of Education.

CRESPAR's partners include Johns Hopkins University and Howard University, with the University of California at Santa Barbara, the University of California at Los Angeles, the University of Oklahoma, the University of Chicago, the Manpower Demonstration Research Corporation, the Southwest Regional Laboratory, the University of Memphis, and the University of Houston-Clear Lake.

What is CRESPAR's mission?

The mission of CRESPAR is to conduct the research, development, evaluation, and dissemination needed to transform schooling for students placed at risk.

The work of the center is guided by three central themes: ensuring the success of all students at key development points, building on students' personal and cultural assets, and scaling up effective programs. CRESPAR's work is facilitated through seven research and development programs and a program of institutional activities.

What are CRESPAR's programs?

Program 1: Resilience and Cultural Integrity

Program 2: Early Education and Development

Program 3: School and Classroom Interventions: Elementary Schools

Program 4: School and Classroom Interventions: Middle and High Schools

Program 5: Language Minority Studies

Program 6: School, Family, Community Partnerships

Program 7: Systemic and Policy-Related Studies

For further information, contact:

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http://scov.csos.jhu.edu/crespar/crespar.html

THE CENTER FOR RESEARCH ON EVALUATION, STANDARDS, AND STUDENT TESTING (CRESST)

Eva L. Baker and Robert Linn, Directors

Who are the partners of the Center for Research on Evaluation, Standards, and Student Testing (CRESST)?

CRESST's partners are the University of California at Los Angeles (UCLA) in collaboration with the University of Colorado at Boulder, Stanford University, LRDC, the University of Pittsburgh, The RAND Corporation, Educational Testing Service (ETS), Northwestern University of Michigan, University of California at Santa Barbara, University of Chicago, the Los Angeles Unified School District (LAUSD) and many research partners, including several states, additional school districts, research laboratories, and the New Standards Project.

What does CRESST do?

The UCLA consortium works with state and local partners to improve the utility and trustworthiness of educational information available to the public. The following are some of its activities:

- ✔ Engage teachers, researchers, policymakers, and the public to improve assessment and its links to educational quality;
- ✔ Find ways to improve current assessment and instruction practices from the perspectives of parents, teachers, students, and policymakers;
- ✔ Develop tools, procedures, and systems to improve the quality of assessment as practiced in schools;
- ✔ Work with states and school districts, and their associations that are engaged in reforming schools, teaching, and assessment practices;
- ✔ Find ways to improve the implementation of large scale assessment systems as they connect to classroom instruction, educational reform, and equity issues;
- ✔ Find ways to improve the implementation of large scale assessment systems as they connect to classroom instruction, educational reform, and equity issues;
- ✔ Create and evaluate approaches and accommodations to allow more students to participate in large scale assessments, especially students with disabilities and limited language proficiency; and
- ✔ Work with states and school districts to develop and validate new models for assessing individual and group problem solving, with attention to equity and fairness for special populations and assist them in making trustworthy interpretations of this information.

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THE NATIONAL CENTER FOR POSTSECONDARY IMPROVEMENT

Patricia J. Gumport, Director

What is the National Center for Postsecondary Improvement (NCPI)?

Based at Stanford University, the National Center on Postsecondary Improvement conducts research and policy analysis addressing the fundamental challenges of improving postsecondary education in a rapidly changing national and global environment.

Who are the NCPI partners?

The NCPI partners are Stanford University in collaboration with the University of Pennsylvania and the University of Michigan.

What is the NCPI's mission?

The NCPI's mission and research agenda is to assist the transformation and improvement of postsecondary education in its diverse forms. The center conducts research that identifies successful initiatives to help postsecondary institutions adapt to a growing and insistent set of external pressures. The center also disseminates to a broad array of stakeholders the research findings, products, and implementation strategies that emerge from the work of these leading scholars. NCPI plans to study the complete range of the nation's postsecondary institutions, including universities, community colleges, and vocational-technical schools.

What does the NCPI do?

The NCPI's research and development agenda includes the following:

- ✔ **Postsecondary Organizational Improvement: Restructuring and Beyond**. Develop theory relating environmental demands (in the economy and society) and postsecondary organizational adaptations. Evaluate emerging campus and state restructuring activities. Move beyond restructuring to customized institutional change.

- ✔ **Transitions in Education and Work**. View transitions between education, work and further education as a lifelong process. Map the transitions and learn what facilitates them. Improve the match between education and employer demands.

- ✔ **Participation and Outcomes of Postsecondary Education**. Examine different patterns of participation in postsecondary education and assess their employment and other outcomes. For example, is there an advantage in finishing college in 4 years without working, rather than in 6 or 7 years interspersed with work? Is it advantageous to attend only one college or university rather than several for a given degree?

- ✔ **Postsecondary Professional Development.** Find ways to improve professional development and teaching for grades K-16, including attracting more talented college graduates to teaching. Apply lessons of contextual learning and accelerated schools to several areas, including remedial education in postsecondary institutions. Develop new methods of assessing teaching.

- ✔ **Student Learning and Institutional Assessment.** Determine whether assessment and accreditation can improve learning for diverse populations in postsecondary institutions. Examine state and accreditation policies, intra-institutional assessments, and assessment from a faculty perspective.

- ✔ **Quality, Productivity, and Efficiency in Postsecondary Education.** Examine the application of Total Quality Management (TQM) concepts to postsecondary education. Assess the potential of information technology to improve access and quality while reducing cost.

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THE NATIONAL CENTER FOR RESEARCH ON EDUCATION, DIVERSITY, AND EXCELLENCE

Roland Tharp, Director

Who are the partners of the National Center for Research on Education, Diversity, and Excellence (CREDE)?

The CREDE's partners are the University of California at Santa Cruz in collaboration with the Center for Applied Linguistics; University of Colorado, Boulder; Brown University; George Mason University; University of Arizona; California State University at Long Beach; California State University at San Jose; University of Hawaii; ARC; Claremont Graduate School; RAND; TERC; Johns Hopkins University; University of Houston; University of Louisville; Western Washington University; California State University at San Diego; University of Memphis; and University of Southern California.

What does the CREDE do?

The Santa Cruz consortium works to assist the nation's population of diverse students, including those at risk of educational failure, to achieve high academic standards. The grantee will carry out 38 research projects in 7 program areas under a comprehensive, integrated framework of educational research and development.

Five central programs have been proposed: Language Learning; Professional Development; Families, Peers and Communities; Teaching and Learning in Context; and Integrated Reform. Within the 5 central programs, the center will address core issues and problems related to students from all major linguistic, cultural, and ethnic groups, including students facing four risk factors for educational failure: limited English proficiency, poverty, race, and geographic location.

What are the programs of the center?

Two overarching programs are being pursued:

- ✔ The Data Analysis and Archiving Program provides data useful to the research of each of the five central programs.
- ✔ The Collaboration Program supports partnerships and outreach to educators, policymakers and national organizations interested in school improvement and increased student achievement.

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THE NATIONAL CENTER FOR THE STUDY OF ADULT LEARNING AND LITERACY (NCSALL)

John P. Comings, Director

What is the the National Center for the Study of Adult Learning and Literacy (NCSALL)?

The National Center for the Study of Adult Learning and Literacy is a collaboration between the Harvard Graduate School of Education, which has an international reputation for excellence in educational research, and World Education, a nonprofit agency with an international reputation for improving practice in adult learning and literacy programs. The Center for Literacy Studies at the University of Tennessee is a partner in the work of the center, and two additional institutions, one in the mid-west and one in the west, will be recruited to complete the center's national structure.

What is the NCSALL's goal?

The overall goal of the new center is the improvement of the quality of practice in educational programs that serve adult learners, with a specific focus on adults who scored in the two lowest of the five levels of literacy skill measured by the National Adult Literacy Survey (NALS), who do not speak English or who do not have a high school diploma. An estimated 90 million Americans fall within this target group.

How will the NCSALL's goal be accomplished?

The center involves adult learners, practitioners, administrators and policymakers in a consensus-building process to develop a coherent national agenda for research. This agenda will both advance theory and produce practical advice to improve classroom practice. The research of the center has begun under an agenda that came out of a similar but less ambitious process that involved input from 450 adult learning and literacy practitioners from around the country. That agenda focused on four questions:

- ✔ How can the motivation of the individual adult learner be sustained and enhanced?
- ✔ How can classroom practice be improved?
- ✔ What impact does participation in adult learning and literacy programs have on an adult's life?
- ✔ How can this impact be assessed effectively?

What services does the NCSALL provide?

The center has an extensive dissemination system that includes national publications, full participation in the electronic network established by the National Institute for Literacy, and a network of informed practitioners connected to the four regional institutions.

For further information, contact:

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THE NATIONAL CENTER TO ENHANCE EARLY DEVELOPMENT AND LEARNING

Don Bailey, Director

What is the National Center to Enhance Early Development and Learning?

The center is a consortium that conducts research studies with a sound conceptual framework connecting all projects with other research sites, associations, and family groups.

Who are the center's partners?

The center's partners are the University of North Carolina at Chapel Hill in collaboration with the University of Arkansas at Little Rock, the University of Virginia, and the University of California at Los Angeles.

What are the center's research strands?

There are three research strands:

- ✔ **Quality of Services.** Two studies, measuring long-term effects of child care and assisting communities to move toward quality child care, will build on the recent five-state study of the quality of child care in order to determine quality indicators and best practices. A study on the impact of quality services on infants and toddlers with disabilities will develop quality indicators in a review of 150 early intervention programs.

- ✔ **Kindergarten Transitions.** Two studies, a Longitudinal Kindergarten Transition Study and a Transitions Intervention Study, will complement the National Institute on Child Health and Human Development project that will follow 360 children from birth through 3rd grade to understand better what interventions help children move into elementary school and maintain gains made in preschool.

- ✔ **Ecological Interventions.** Three studies will help to identify what kind of interventions will work, for which children and families, and under what conditions.

A policy strand will focus on state policies that affect the quality of child care services.

A dissemination strand will include hypothetical case models for instructional purposes and translate research into practice.

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THE NATIONAL RESEARCH CENTER ON ENGLISH LEARNING AND ACHIEVEMENT

Judith Langer, Director

What is the National Research Center on English Learning and Achievement (CELA)?

The National Research Center on English Learning & Achievement (CELA) is one of several university-based research centers working on the nation's education research priorities. In March 1996, the eight-year-old National Research Center on Literature Teaching and Learning at the State University of New York (SUNY) at Albany was awarded a new five-year research grant from the U.S. Department of Education's Office of Educational Research and Improvement. At that time, the organization broadened its scope and focus, acquired additional research partners, and changed its name to the National Research Center on English Learning and Achievement.

Who are the CELA partners?

The center is operated by the SUNY at Albany in collaboration with the University of Wisconsin-Madison. Additional research is conducted at the Universities of Oklahoma and Washington.

What is the mission of CELA?

The center seeks to improve the teaching and learning of English language arts, including oral and written language and literature.

How does CELA accomplish its mission?

CELA provides information about how best to develop the high literacy skills that heighten student achievement in English and other content areas, as well as how achievement in the content areas can strengthen literacy skills. Our research and development activities are complemented by an extensive outreach program that draws teachers and scholars together in active discussions of critical issues both online and face-to-face.

What about the role of technology in developing high literacy?

One major strand of CELA's research provides information about the new forms of literacy that today's electronic media entail, how children develop literacy through their interactions with electronic media, and how classrooms can use technology to maximize the development of high literacy.

How can one become involved in CELA's work or learn more about it?

To receive CELA's newsletter and publications catalogues, send an e-mail to cela@cnsvax.albany.edu, providing your name and a complete address.

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THE NATIONAL RESEARCH CENTER ON THE GIFTED AND TALENTED

Joseph S. Renzulli, Director

What is the National Research Center on the Gifted and Talented (NRCG/T)?

The National Research Center on the Gifted and Talented is a resource for schools looking for better, more effective ways to identify and help gifted and talented students from underserved populations (e.g., students who speak limited English, have a disability, or are economically disadvantaged).

Who are the NRCG/T partners?

The NRCG/T partners are the University of Connecticut at Storrs in collaboration with City College of New York, Stanford University, the University of Virginia, and Yale University.

In addition to the five primary members, the consortium includes 337 school districts, 52 state and territorial departments of education, and a consultant bank of 167 researchers associated with 86 universities throughout the United States and Canada. Included in the consortium are representatives from historically and predominantly black colleges and universities, from colleges and universities serving primarily Hispanic students, and from tribal colleges serving Native Americans.

What is the NRC/GT's mission?

The mission of The National Research Center on the Gifted and Talented is to plan and conduct theory-driven quantitative and qualitative research that is problem-based, practice-relevant, and consumer-oriented. Our mission includes a broad-based dissemination function, and the formation of a nationwide cooperative of researchers, practitioners, policy-makers, and other persons and groups that have a stake in the psychology and education of high-potential youth from preschool through postsecondary levels. Emphasis is placed on identifying the research needs of economically disadvantaged youth, individuals of limited English proficiency, individuals with handicaps, and other special populations that traditionally have been underserved in programs for gifted and talented students. The center also serves as a vehicle for providing the kinds of intellectual leadership necessary for the further stimulation, advancement and improvement of theory, research, and practice in the field. In this regard, the center serves as an integrated forum for scholars and practitioners to come together and to pool their resources. Moreover, it welcomes contributions from, and output to, scholars in cognate fields, in order to enhance communication and interchange between scholars in multiple disciplines whose interests relate to giftedness.

What is the focus of NRCG/T's research?

The center's research is designed to answer such basic questions as these:

- ✔ What are the most effective ways of identifying, nurturing, and developing the many talents of students from diverse ethnic and socioeconomic backgrounds? How can schools ensure that all students are provided with challenging learning opportunities?
- ✔ How can programs developed for gifted and talented students be used to improve the education of all students within a school?
- ✔ How can researchers, practitioners, policymakers, and others work together to design and conduct research and ensure that it informs policy and practice?

What are the NRCG/T's project components?

The center conducts research under the following seven project components:

- ✔ **University of Connecticut**: Maximizing the Effects of Professional Development Practices to Extend Gifted Education Pedagogy to Regular Education Programs;
- ✔ **City College of New York**: Applying the Triarchic Model to Ethnic Minority High School Students;
- ✔ **Stanford University**: Identifying, Teaching, & Evaluating the Talented Through Linguistic and Cultural Lenses;
- ✔ **University of Virginia**: The Feasibility of High-End Learning in the Diverse Middle School;
- ✔ **Yale University**: Modern Theories of Intelligence Applied to Assessment of Abilities, Instructional Design, and Knowledge-Based Assessment;
- ✔ **Yale University**: Giftedness and Expertise; and
- ✔ **Yale University**: Identification and Assessement of Tacit Knowledge for Youth Leaders.

For further information, please contact:

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THE NATIONAL RESEARCH AND DEVELOPMENT CENTER ON INCREASING THE EFFECTIVENESS OF STATE AND LOCAL EDUCATION REFORM EFFORTS

Susan Fuhrman, Management Committee Chair

Who are the partners of the National Research and Development Center on Increasing the Effectiveness of State and Local Education Reform Efforts?

The National Research and Development Center on Increasing the Effectiveness of State and Local Education Reform Efforts partners are the University of Pennsylvania in collaboration with Harvard University, Stanford University, the University of Michigan, and the University of Wisconsin-Madison.

What does the center do?

The National Research and Development Center on Increasing the Effectiveness of State and Local Education Reform Efforts is part of the Penn-led Consortium for Policy Research in Education (CPRE). CPRE conducts a coherent program of research on state and local education reform efforts. This research program will contribute to the theory and knowledge-base on improving student learning and instructional quality through reform and will foster a continuing dialogue between the procedures and consumers of research.

CPRE sees effective reform as focusing on teaching and learning and creating a coherence of policy and practice around that focus; incorporating effective individual and organizational incentives; and building sufficient capacity at the individual and organizational levels.

The research is complemented by a dissemination program designed to meet the needs of the center's constituents, namely "reform communities" that include teachers, administrators, parents, business and community leaders, higher education faculty and officials interested in K-12 reform, local and state board of education members, reformers in nongovernmental organizations, governors, legislators, and chief state school officers; is integrated with other center activities; is continuous; and relies on existing channels whenever possible.

What are the areas of research?

The program of research is organized into three program areas:

- ✔ **School Reform:** Discover ways to mobilize capacity and accountability in a variety of schools around the improvement of instruction; deal with public schools that persistently fail to meet expectations for high quality instruction; and " scale-up" effective practices in individual schools so that they reach large numbers of students.

- ✔ **Policy and Governance:** Discover how and why state and local education reform policies are changing.

✔ **School Finance**: Develop school finance structures that are appropriate for today's education goals.

For further information, please contact:

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THE NATIONAL RESEARCH AND DEVELOPMENT CENTER ON ACHIEVEMENT IN SCHOOL MATHEMATICS AND SCIENCE

Thomas A. Romberg, Director

What is the National Research and Development Center on Achievement in School Mathematics and Science?

The National Research and Development Center on Achievement in School Mathematics and Science is a consortium led by the University of Wisconsin-Madison to establish a center on Student Achievement in Math and Science.

Who are the center's partners?

The center at the University of Wisconsin-Madison works in collaboration with the Technical Educational Research Center (TERC), Vanderbilt University's Peabody College, the University of Pittsburgh, and the University of Massachusetts-Dartmouth.

How does the center promote achievement in math and science?

The Wisconsin consortium implements validated principles for the design of classrooms that promote understanding in mathematics and science. The research projects at the core of the center's activities are organized around five thematic elements: (1) modeling, (2) arguments and standards of evidence, (3) big ideas and technologies, (4) equity, and (5) assessment. Studies will be carried out as part of a design collaborative in which researchers work with teachers and schools at the elementary, middle, and high school levels to design and implement "test beds" to support the development and validation of practices leading to higher levels of student achievement for all students.

The 27 research studies conducted by the center are organized into 6 strands: (1) student understanding; (2) important ideas in mathematics and science; (3) professional development; (4) assessment; (5) organizational support; and (6) the relationship between school mathematics and science. Studies will be conducted at school sites throughout the United States.

For further information, please contact:

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Appendix

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